

JENNIE MOORE ELEMENTARY

1256 Hamlin Road
Mt. Pleasant, South Carolina 29466

GRADES PK-5 Elementary School

ENROLLMENT 571 Students

PRINCIPAL Lynda C. Angelakos 843-849-2815

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	32	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

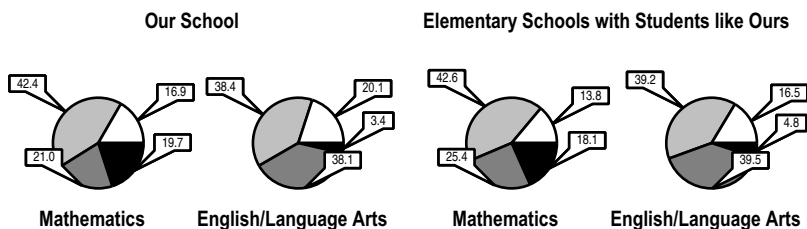
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	103	79
Percent satisfied with learning environment	80.6%	87.4%	88.6%
Percent satisfied with social and physical environment	83.8%	83.3%	82.9%
Percent satisfied with home-school relations	94.7%	88.1%	86.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	310	99.7	20.1	38.4	38.1	3.4	41.5	17.6
Gender								
Male	157	99.4	26.5	41.1	30.5	2.0	32.5	17.6
Female	153	100.0	13.3	35.7	46.2	4.9	51.0	17.6
Racial/Ethnic Group								
White	187	99.5	9.4	36.7	49.4	4.4	53.9	17.6
African-American	114	100.0	38.3	43.0	16.8	1.9	18.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	264	99.6	13.0	39.3	43.7	4.0	47.8	17.6
Disabled	46	100.0	57.4	34.0	8.5	N/A	8.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	310	99.7	20.1	38.4	38.1	3.4	41.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	310	99.7	19.8	38.6	38.2	3.4	41.6	17.6
Socio-Economic Status								
Subsidized meals	107	100.0	37.6	44.6	16.8	1.0	17.8	17.6
Full-pay meals	203	99.5	10.9	35.2	49.2	4.7	53.9	17.6

Mathematics								
All students	310	100.0	16.9	42.4	21.0	19.7	40.7	15.5
Gender								
Male	157	100.0	19.1	46.1	19.7	15.1	34.9	15.5
Female	153	100.0	14.7	38.5	22.4	24.5	46.9	15.5
Racial/Ethnic Group								
White	187	100.0	6.1	37.0	27.1	29.8	56.9	15.5
African-American	114	100.0	36.4	53.3	8.4	1.9	10.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	264	100.0	10.9	43.1	23.4	22.6	46.0	15.5
Disabled	46	100.0	48.9	38.3	8.5	4.3	12.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	310	100.0	16.9	42.4	21.0	19.7	40.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	310	100.0	17.0	42.2	21.1	19.7	40.8	15.5
Socio-Economic Status								
Subsidized meals	107	100.0	35.6	55.4	6.9	2.0	8.9	15.5
Full-pay meals	203	100.0	7.2	35.6	28.4	28.9	57.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	107	N/A	15.1	24.5	51.9	8.5	60.4
	Grade 4	104	N/A	11.5	45.2	38.5	4.8	43.3
	Grade 5	79	N/A	23.1	48.7	26.9	1.3	28.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	75	100.0	13.7	28.8	50.7	6.8	57.5
	Grade 4	121	99.2	19.6	31.3	46.4	2.7	49.1
	Grade 5	114	100.0	24.8	52.3	21.1	1.8	22.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	107	N/A	12.3	39.6	24.5	23.6	48.1
	Grade 4	104	N/A	23.1	24.0	22.1	30.8	52.9
	Grade 5	79	N/A	23.1	38.5	19.2	19.2	38.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	75	100.0	16.4	41.1	28.8	13.7	42.5
	Grade 4	121	100.0	15.0	38.9	21.2	24.8	46.0
	Grade 5	114	100.0	19.3	46.8	15.6	18.3	33.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 571)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.9%	2.4%
Attendance rate	95.9%	Down from 96.6%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.1%	Up from 25.0%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 6.4%	7.0%	8.0%
Older than usual for grade	15.4%	Up from 3.4%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	51.2%	Down from 53.5%	53.6%	50.0%
Continuing contract teachers	81.4%	Up from 76.7%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.0%	Up from 80.8%	88.9%	86.2%
Teacher attendance rate	93.9%	Down from 95.6%	96.0%	95.3%
Average teacher salary	\$39,926	Up 2.5%	\$41,454	\$39,909
Prof. development days/teacher	18.2 days	Up from 11.8 days	10.2 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio	21.5 to 1	Up from 17.2 to 1	20.2 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 91.2%	91.0%	89.7%
Dollars spent per pupil*	\$5,354	Up 7.8%	\$5,373	\$5,892
Percent spent on teacher salaries*	71.9%	Down from 74.7%	68.3%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jennie Moore Elementary School is the magnet school for Arts, Foreign Language, and Technology serving the East Cooper area. The mission of Jennie Moore Elementary School, the teachers, parents, and community is to prepare each student to become a confident, competent, responsible individual, to become a life long learner, and to reach his/her maximum potential. During the 2002-2003 school year, we continue to provide a program of art infusion along with the foreign language and technology. With an art infusion program, all instruction is based on the South Carolina State Standards while integrating the learning across the curriculum using the arts.

Through the hard work and dedication of the teachers and parents, students experience a rigorous and challenging academic curriculum. Reduced class size at first grade, three K-2 multi-age classrooms, SAIL (Gifted /Talented) classes, and Special Education classrooms offer students opportunities to be successful as they work to become life long learners. Limited departmentalization at 4th and 5th grade, a teacher for elementary Science, Reading Recovery, Accelerated Reader, Academy of Reading, Larson's math and the arts are used to provide a variety of learning opportunities for our children. The art infusion provides an opportunity for children to learn the standards through Art, Music, PE, Drama, and Foreign Language (Spanish). Our students participate in chorus, advanced art, advanced drama, a strings program, and a chime ensemble. With the emphasis on the arts, our students are provided more time in art, music, and drama where the English/Language Arts, Reading, and Math Standards are incorporated into the various arts curricula.

At Jennie Moore we have a very active PTA, School Improvement Council, and 15 Business Education Partners who work hard to provide guidance and assistance in making our school an outstanding place for students to learn and be successful. The information found in this Report Card reflects the Spring 2003 PACT scores, parent, student, and teacher climate surveys.

Come to Jennie Moore Elementary School and expect to be impressed. Our students, teachers, and parents are the very best.

Lynda C. Angelakos, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.